

*BA (Hons)*

# **FINE ART**

## **PROGRAMME SPECIFICATION**

## Contents page

PROGRAMME SPECIFICATION .....	2
Key Programme Information.....	2
Programme Philosophy .....	3
Programme Aims.....	4
Programme Outcomes .....	4
Reference Points.....	5
Learning, Teaching and Assessment .....	5
Transferable Skills and Employability .....	9
Programme Structure .....	11
Programme Content .....	11
Programme Modules .....	17
Programme Diagram .....	18
Mapping of Module Learning Outcomes to Level Outcomes .....	21
Resources .....	24
Student Support .....	25
Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning .....	26
Indicators of Quality and Standards .....	27

## CLEVELAND COLLEGE OF ART & DESIGN

### PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Fine Art** programme, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the programme.

Further detailed information on the learning outcomes, content and teaching and learning methods of each module may be found in your *Module Handbooks*.

#### Key Programme Information

Final Award	BA (Hons)
Programme Title	BA (Hons) Fine Art
Teaching institution	Cleveland College of Art & Design [CCAD]
Awarding Institution	Arts University Bournemouth [AUB]
Professional accreditation	None
Length of programme / mode of study	3 years full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Art and Design
UCAS code	W101
Language of study	English
External Examiner for programme:	Professor Martin Richardson De Montfort University, Leicester <i>Please note that it is not appropriate for students to contact External Examiners directly</i>
Date of Validation	March 2014
Date of most recent review	Not applicable
Date programme specification written/revised	September 2014

## **Programme Philosophy**

The BA (Hons) Fine Art programme at Cleveland College of Art & Design, Hartlepool, forms part of a suite of provision within the School of Visual Arts, which includes Creative Film & Moving Image Production, Graphic Communication, Photography and Illustration for Commercial Application. This allows the programme to draw and build on a wealth of technical and academic resources and for you to be informed by, challenged by, and to potentially collaborate with, those studying on other programmes.

As well as encouraging you to engage with national and international cultural practice, the programme takes advantage of Hartlepool's historical, social and physical context and the North East region's heritage and thriving contemporary arts scene.

The BA (Hons) Fine Art programme has dedicated studio space and workshop provision that can facilitate Painting, Drawing and Printmaking; Woodworking, Metalworking and Plastic fabrication; Digital Media, Film-making and Photography; and Ceramics and Textiles. We are able to introduce you to and subsequently technically and contextually support your investigations across a wide range of disciplines and material processes that echo the multi-media, inter-disciplinary nature of much contemporary Fine Art. We are also equally delighted to support and encourage those of you, who, having been offered the opportunity to experiment across a number of approaches to art-making, decide to specialise around a single discipline such as Painting or Drawing or indeed wish to develop a conceptual, dematerialised practice.

Guidance will be offered to ensure that you develop high quality making and presentational skills, whether in, applying paint and hanging pictures, composing and printing photographs, the pacing of video editing, the safe siting of 3D work, or how you might sympathetically publicise an arts event or exhibition.

Embedded within all practical modules, and of equal importance to the opportunities to explore and consider the formal principles and technical processes of art-making, you will be asked to consider what you might wish to create, why you might wish to make it, and where you would wish it to be situated. To this end, the programme invites you to engage with many different paradigms of art-making, subject matter, genre and conceptual positioning. You will be invited to consider how certain amalgamations of materials and processes, forms and imagery might be capable of resonating meaning and how situating artworks in different spaces within and outwith the gallery environment can affect that meaning.

The Professional Studies modules, as well as providing you with an understanding of possible career paths and operating standards within the creative industries, will also examine the way in which professional artists generate and research ideas, settle upon subject matters and develop a practice that can realise their conceptions. It will also offer you the chance to interact with artists and curators with regard to the implications of situating art in a variety of spaces and in front of differing types of audience.

The cultural and theoretical context provided by the accompanying Visual Culture programme, together with the consideration of historical and contemporary theory and practice that is integrated into practical and professional studies modules, means

you will also develop the ability to express yourself eloquently in relation to Fine Art and culture in general.

By the end of the BA (Hons) Fine Art programme, you will have established an art practice with a highly personal conceptual framework and sophisticated visual language. You will also have the ability to culturally position that practice and understand how you might professionally or academically develop it; or apply your knowledge, creativity and transferable skills beyond an arts context.

### **Programme Aims**

- To provide a stimulating, challenging and supportive environment in which to develop creative, innovative and well informed approaches to sustained Fine Art practice
- To encourage a sensitive and innovative approach to the use of materials and processes and a discerning understanding of the formal principles associated to their application within a Fine Art context
- To enable you to develop a confident command of visual language and a specialist understanding of processes including research, critical analysis, communication, interpretation, problem-solving, realisation and reflective evaluation
- To enable you to understand and integrate the relationship between theories and practice and have the ability to eloquently place your and other artists' practice in a cultural context
- To prepare you with a comprehensive knowledge of the Fine Art 'industry' and a foundation of transferable skills that will prepare you for professional practice, potential careers or postgraduate study

### **Programme Outcomes**

By the end of the programme you will be able to:

- Demonstrate a comprehensive and detailed knowledge of Fine Art, including theoretical and professional contexts, in the production and presentation of your work
- Synthesise, evaluate and apply research from a diverse range of appropriate sources to make independent judgements
- Demonstrate confidence and intellectual flexibility in identifying, defining and resolving complex problems in the processes of Fine Art practice
- Take a professional, independent and self-motivated approach to your creative practice, demonstrating effective organisation, time-management, reflection and critical evaluation
- Effectively apply an appropriate range of practical and technical skills to resolve problems and produce outcomes relevant to your practice

- Demonstrate your readiness for employment and professional practice, and your knowledge of the legal, ethical and sustainability constraints and professional expectations of Fine Art and other related industries
- Communicate effectively, confidently and professionally in a range of formats to specialist and non-specialist audiences

### **Reference Points**

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Art and Design
- Framework for Higher Education Qualifications (FHEQ)

AUB Undergraduate Regulatory Framework

CCAD Higher Education Learning, Teaching and Assessment Strategy

### **Learning, Teaching and Assessment**

#### **Learning and Teaching Strategies**

Your programme has been designed to give you a clear and logical learning experience, which encourages you to take an active part in the learning process. Each Level of the programme has explicit learning outcomes that indicate the range of your knowledge and understanding, including intellectual, practical, professional and transferable skills.

The programme helps you to develop the ability to plan, manage and evaluate your learning, which is vital to the process of becoming an independent and professional practitioner. It also encourages you to take an enquiring approach, so that you can resolve problems with confidence in your own judgements.

Formative feedback throughout modules helps you to evaluate your progress and identify your individual strengths and areas for development, based on feedback from tutors, other students, and your own self-evaluations.

The programme objectives are met by deploying a wide variety of teaching and learning methods including assignments, projects, lectures, seminars, group critiques and tutorials. In consultation with the Programme Leader, academic staff are responsible for co-ordinating individual modules of study, and for selecting appropriate methods of delivery according to the subject matter and the student experience.

The learning and teaching methods used enable you to develop the skills, knowledge and critical awareness required to become a creative practitioner and promote the development of transferable skills, which are essential for employability.

The study time allocated to each module in the programme incorporates a balance of formal teaching, tutorial support and independent learning. The programme is structured progressively to provide increased opportunities for independent learning as you reach the later stages of the programme. The promotion of independent

learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals.

The integration of theory and practice is crucial in your development as a well-rounded and informed creative practitioner. This is promoted and reinforced through a team teaching approach in both practical and written modules. Lectures, seminars and tutorials may be delivered by academic staff, as appropriate, in the creative environment of the studio, lecture theatre and seminar room.

#### **Level 4 - Foundation and Orientation**

Level 4 provides you with an introduction to the concepts, skills and knowledge associated with your subject area. You can access guidance and support from tutors during teaching sessions, but you are also expected to use independent study time to develop your skills further. Verbal and written formative feedback in tutorials and teaching sessions provides you with a clear indication of your progress, and you can use formative self and peer evaluation to help you to develop your critical and evaluative abilities.

#### **Level 5 - Development and Exploration**

The learning and teaching strategies used in Level 5 encourage you to take a more active involvement in your personal development. You are provided with opportunities to extend your subject knowledge and associated skills, and to study specific areas in greater depth. As you progress through Level 5, you are able to focus increasingly on your individual areas of interest and specialism. This is determined through the introduction of Learning Agreements, in which you can negotiate your own routes of enquiry, including research, development and realisation. Throughout Level 5, work-related learning and potential work experience opportunities enable you to develop your professional practice and experience of working in a commercial context. Increased levels of formative self and peer evaluation, in conjunction with the Learning Agreements, help you to take more responsibility for your learning.

#### **Level 6 – Consolidation and Expertise**

In Level 6, you undertake a range of intellectually challenging work involving in-depth study, which helps you to consolidate your prior experience, knowledge and skills to a higher level of expertise. Emphasis is placed on self-initiated research and your ability to plan and manage your own learning within all modules. You are expected to work with a considerable degree of independence and to exercise effective critical analysis, evaluation and professional practice. However, your specialist tutors will give you guidance throughout Level 6 in order to provide a structured and supportive learning environment, promoting a manageable level of student autonomy while continuing to address any potential issues. Individual student-initiated research, negotiated through the Learning Agreements for the Minor Project and Final Major Project modules, is undertaken within the module framework to assist you in the realisation of your creative aspirations as an independent practitioner. The Professional Practice and Dissertation modules are characterised by a high level of independent learning, critical thinking, communication and organisation.

#### **Methods of Learning Glossary**

A variety of methods are used to help you to engage with your learning, both by you as a student and by your tutors – some of these methods are described below.

### **Timetabled Teaching Sessions**

Your student timetables clearly indicate the teaching sessions that have been arranged for you across the modules that you are studying, and are available to you on the VLE. Within your teaching sessions, you will take part in a variety of activities that will help you to learn and develop as appropriate to each module and assignment. Specific learning and teaching strategies used in teaching sessions can include:

- Projects and assignments - covering a range of learning areas
- Tutorials - for appraisal and development as an individual or in groups
- Critiques - to provide formative feedback and to develop your presentation skills
- Lectures - formal and informal
- Seminars - discussions that develop your critical responses
- Demonstrations - practical and workshop-based activities
- Enhancement activities - visiting speakers, educational visits, workshops

### **Independent study**

In addition to teaching sessions, the development of your skills and knowledge requires extra individual input defined as independent study. This will appear on your timetables and is an important part of the learning hours required for each module. During these periods, tutors are not timetabled to teach you, but technician/demonstrators and Library staff are available to help you to undertake research and the development of ideas and practical work. It is your responsibility to make good use of independent study time and the facilities available. It is essential that you access the specialist workshops during this time to develop your skills with materials, equipment and processes. The College's opening times and access to resources are intended to provide extra opportunities for you to benefit from your studies and to achieve your goals.

### **Assignments**

A strategy based on practical and/or written work, ranging from staff-initiated activities at Level 4, and leading progressively to increasingly student-led activities at Levels 5 and 6.

### **Live Assignments or Live Briefs**

An assignment negotiated between a tutor or yourself and a relevant external agency, providing an opportunity for you to work within the constraints of a commercial brief. Live assignments/live briefs can also include competitions and awards.

### **Projects**

An activity initiated by you as a student in which the emphasis is on student-centred learning. The tutor acts as a supervisor, negotiating the choice of topic with you through the Learning Agreement, and supporting you throughout the project, which can be undertaken on an individual basis and/or in groups.

### **Lectures**



A structured presentation of ideas, concepts and content knowledge by academic staff and visiting lecturers to groups of students, followed by feedback, questions and answers.

### **Academic Tutorials**

A meeting with an academic tutor or tutors either to discuss the progress of your work on a formative basis, or to give summative feedback about your achievement in individual modules or the programme in general. Academic tutorials can take place on an individual basis, or with a group of students.

### **Seminars**

A group activity involving the open discussion and analysis of topics – seminars may be tutor-led or student-led and can include short presentations.

### **Group Critiques**

These involve all students in presenting and discussing work with tutors and the peer group within modules, giving you the opportunity to evaluate and respond to feedback.

### **Workshops**

Specific activities within specialist modules that provide the skills required for assignments and can be delivered by tutors and/or technician/demonstrators. Technical and practical skills are developed in a range of techniques, processes and materials relevant to your area of study and specialism.

### **Educational Visits**

Educational visits to a range of external venues provide opportunities for you to broaden your field of research and knowledge related to your area of study. You will be given information about your programme's planned educational visits throughout the academic year.

### **Reflective Research Journal or Weblog**

This is an actual or electronic journal (such as Tumblr) that enables you to document and evaluate your research and development on a daily, weekly or monthly basis.

### **Learning Agreements**

As you progress through the programme, there are increasing opportunities for you to negotiate your own learning. Learning Agreements are introduced at Level 5 as a mechanism to support you in defining your individual learning in the context of the programme. Within the Learning Agreement, you will outline how you intend to fulfil the module aims and outcomes and how you plan to achieve this. This enables you to vary the work you produce according to your own personal and professional goals and aspirations whilst meeting the specified aims and learning outcomes of the module. At Level 6, you are expected to use the Learning Agreements for your Minor Project and Final Major Project. The Learning Agreements contribute towards evidence of your Personal Development Planning.

### **Body of Work**

This is the term for a collection of practice, the nature of which will initially be defined by tutor-led tasks and subsequently by your choices of media, size and approach in relation to your Learning Agreements.

## **Assessment**

Each module is assessed separately, and the assessment forms part of the module. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

At every Level of your programme you will be provided with a *Module Handbook* for each module, which contain information about the individual modules you will be studying. This includes what you are expected to learn within each module; the work that you have to submit; how it will be assessed and the deadline for submitting your work for assessment.

You will receive a final mark for each module in the form of a percentage, which is recorded on your formal record of achievement (transcript). Each component of assessment is marked using a notched marking scale, whereby only certain marks are used within each banding of marks. The only marks available within any ten-point band are \*2, \*5 and \*8 (eg. 42, 45, 48). These marks correspond to a low, mid, and high level of achievement within each banding of marks.

On successful completion of your Honours degree programme, you will be awarded a degree classification based on your module marks. The final classification is determined using all module marks at Levels 5 and 6 using two different algorithms, which are detailed in the *Undergraduate Regulatory Framework and Assessment Regulations* (available on the VLE). If the two algorithms produce different results, you will be awarded the higher class of degree. For further information on progression, awards and classifications, please visit the VLE.

If you have joined Level 6 having completed a Foundation Degree (FdA) the final classification is determined using only your module marks at Level 6.

For further information on progression, awards and classifications, please visit the VLE.

## **Transferable Skills and Employability**

To be successful, graduates need to be multi-skilled, responsive and adaptable people who are innovative and flexible enough to operate in a fast-changing world. During the course of undergraduate study, you will develop specialist skills and knowledge in your subject area. However, you will also develop a range of skills and behaviours that prepare you for employment in a wide range of fields. These skills and behaviours are variously known as “transferable skills”, “graduate skills” or “generic skills”, and employers expect all graduates to possess them; indeed many employers value these skills more than subject-specific knowledge, given the rapid pace of change within the creative disciplines.

In the first year of your programme, transferable skills will include academic conventions and good academic practice (such as the avoidance of plagiarism); information retrieval; and general skills which support academic study within higher education. As you progress through the programme, you will increasingly be expected to demonstrate advanced skills in communication (verbal, visual and written); an ability to apply knowledge to new situations; critical reflection and self-

evaluation; an ability to research, evaluate and analyse information; team-working; and higher-level problem solving. You will also be expected to develop your organisation and time management skills, and to demonstrate through your work the professionalism required of a graduate.

You will be encouraged to reflect on your development of transferable skills throughout the programme.

To ensure that you graduate with the personal attributes and attitudes required to practice effectively at a professional level, your programme provides a wide range of experiences and opportunities that develop your knowledge and understanding of the workplace, such as:

- Live assignments
- Educational visits in the UK and abroad
- Exhibiting work at national exhibitions
- Work experience opportunities
- Competitions and awards
- Visiting lecturers and speakers from the professional community

The programme also has an Industrial Liaison Group [ILG], whose support is invaluable in ensuring that the programme's content and resources enable you to develop employability skills that are appropriate to the needs of industry. The ILG provides feedback for both academic staff and students regarding the currency, relevance and quality of work produced at each Level, as well as contributions to curriculum content.

You will be taught by professionally qualified staff who are subject specialists and understand the requirements of the discipline, so their knowledge and experience will provide valuable support to help you develop your potential and plan your career.

### **Personal Development Planning**

Personal Development Planning [PDP] is a process that will give you the opportunity to plan and reflect on your learning and development throughout your programme in preparation for future professional practice. PDP will help you to measure and monitor your academic and professional progress based on your own self-evaluations, and on feedback from tutors, peers and interaction with potential clients (e.g. within live assignments). It will also help you to develop a range of skills and information that will contribute towards the development of independent learning and employability.

PDP will benefit you by:

- Providing a clear overview of your studies
- Helping you to reflect critically on your progress and performance
- Enabling you to become more independent
- Encouraging you to take an active role in your learning and career development
- Providing you with opportunities for self-evaluation, forward planning and working towards the achievement of personal goals
- Enhancing your opportunities for learning and development

### **Work Experience**

Work experience refers to any period of industrial, professional or commercial experience arranged with an employer or external agency while you are studying on the programme. It can be an invaluable aspect of your development towards employability, providing you with the opportunity to put your knowledge and skills into a professional context and to give you a realistic view of employment. It can also provide professional contacts and potential future employment opportunities. Your tutors can help you to find appropriate work experience, and more information is available in the *Work Experience Handbook*, which you can access on the VLE.

## **Programme Structure**

All students are registered for the award of BA (Hons); however exit awards are available if you leave the programme early, having successfully completed one or two Levels. If you successfully complete a Level of the programme, you will automatically be entitled to progress to the next Level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave CCAD following successful completion of the first year of your programme.

For the award of a Diploma of Higher Education (DipHE), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if you leave CCAD following successful completion of the second year of your programme.

For the award of a BA (Hons) you must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of your programme.

A BA without Honours may be awarded if you have achieved 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

## **Programme Content**

The programme is structured to provide you with the skills, knowledge and abilities that will help you to become increasingly independent as a creative practitioner within Fine Art, and to develop the skills required for employment and professional practice.

The programme's modules have been designed and organised to provide opportunities for you to develop, integrate and consolidate a wide range of knowledge and expertise, with an emphasis on creative investigation and critical enquiry. The module structure provides you with a holistic and coherent learning experience and a comprehensive framework for assessment and progression that will enable you to gain recognition for your progress and achievement.

The programme consists of three Levels (4, 5 and 6), each lasting one academic year of full-time study. Each Level is divided into modules, which may vary in size. A standard module represents 200 hours of study and is worth 20 credits. Depending on the complexity of the area being studied, some modules may be larger, for

example, in Level 5 you will study double (40 credit) modules and a treble module (60 credits) in Level 6.

#### **Level 4**

The structure of Level 4 modules provides the foundation of skills and knowledge required for progression through the programme. All Level 4 modules have a value of 20 credits to aid your orientation to the discipline and to support you in managing your workload.

**Two-Dimensional Analogue Practices, Digital Practices** and **Three-Dimensional Practices** are a suite of three practical modules designed to introduce you to certain fundamental principles, processes and paradigms that form the basis of much contemporary Fine Art. The three modules cover groupings of two-dimensional analogue disciplines such as drawing and painting, two-dimensional and time-based digital media such as photography and video and three-dimensional approaches to art-making such as sculpture and installation. They will offer many examples of historic and contemporary Fine Art practice, and will examine how and why artists have utilised, developed and subverted certain tenants, techniques and models.

During these largely studio and workshop based modules, you will be invited to create three interlinked bodies of work by making personal responses to a series of set tasks and activities that will allow you to understand, explore and challenge a variety of formal principles and technical and conceptual approaches relating to each grouping of practice.

Within this suite of modules, you will also be introduced to a wide range of subject matters, genres and conceptual motivations which have also been utilised, developed and subverted by practitioners. You will be invited to undertake your formal and technical experimentation in relation to certain groupings of these subject matters which indicatively might include:

- Site, Cityscape, Psycho-Geography, Archaeology
- Space, Landscape, Nature, Geology, The Sublime, Ecology
- Figure, Individual, Portrait, Group, Society, Politics, History
- Objects, Still-Life, Consumerism, Advertising, Economics
- Material, Form, Colour, Process, Construction, Deconstruction, Hybridity
- Self, Self-Portrait, Memory, Dream, Vision, Subconscious, Chance

In this initial group of modules, you will be continuously offered, and asked to research, a broad range of historic and contemporary paradigms of relevant Fine Art practice. This will provide you with a wide ranging contextual knowledge relating to possible conceptual and subject matter based starting points and their resulting manifestations of form and process.

These three modules are followed by **Introduction to Personal Practice**, within which you can begin to identify and focus upon the subject matter or conceptual positioning that interests you and which single, or combination of, media and material process combinations you might wish to explore it through.

Running parallel to these practical modules are the **Introductory Professional Studies** and **Introductory Visual Culture** modules. These enable you to broaden

your knowledge of opportunities, methodologies and operating standards within and outside the Creative Industries, and an understanding of the cultural, critical and theoretical contexts surrounding your developing practice.

The **Two-Dimensional Analogue Practices** module (20 credits) provides you with the opportunity to explore and to extend your skills and knowledge base in respect of analogue approaches to the making of Fine Art, including the disciplines and processes of drawing, painting, collage and printmaking.

The **Digital Practices** module (20 credits) enables you to extend your skills and knowledge base in respect of employing digital media within a Fine Art context. You will be introduced to the critical contexts and creative possibilities of digital approaches to image capture, manipulation, and output. These will include the disciplines and processes of photography, scanning, editing/manipulation and printmaking and the time-based disciplines and processes of video, video editing and projection.

The **Three-Dimensional Practices** module (**20 Credits**) provides you with the opportunity to explore and to extend your skills and knowledge base in three-dimensional approaches to the making of fine art, including the disciplines and processes of sculpture, assemblage, installation and site specific art. In preparation for the Level 5 module **Situating Personal Practice**, you will also be introduced to digital and analogue methods of visually proposing exhibitions, installations and site-specific artworks.

The **Introduction to Personal Practice** module (20 credits) allows you to begin the process of developing an independent, sustainable, reflective, and contextualised personal practice, and acts as a preparation for the Level 5 module **Establishing Personal Practice**. Under the guidance of lecturers and technical staff, you will be given the opportunity to choose a discipline or set of processes with which you feel an affinity and can begin to explore a subject matter or conceptual position of your own choosing. Strategies will be offered in relation to generating, researching, contextualising, developing and sustaining bodies of practice. You will also receive specialist academic and technical support in your chosen research area in order to continue to acquire fundamental formal principles, knowledge of material processes and relevant models of historic theory and practice. You will begin to consider how differing audiences could interpret your work, and within which professional context you might eventually wish your practice to be exhibited, displayed or disseminated through.

The **Introductory Professional Studies** module (20 credits) introduces aspects of professional practice and employability that are relevant to creative practitioners, including IT, communication, research, presentation and individual weblogs. Through a programme of lectures, visiting speakers and educational visits, this module allows you to gain an understanding of how the creative processes of artists, curators and academics etc., operate in relation to the opportunities and constraints offered by the professional environment of Fine Art related industries.

The **Introductory Visual Culture** module (20 credits) explores the chronology and history of visual culture in a series of lectures and research seminars, and encourages you to appreciate the broader contextual influences on contemporary culture. It supports the development of research, study and analytical skills in the

production of a Visual Culture Journal, which includes an essay based on an aspect of the lecture programme. The module content is relevant to all Visual Arts programmes at CCAD, and students are taught in larger mixed groups to encourage collaboration across disciplines.

## Level 5

Level 5 of the programme introduces the Learning Agreement. Through negotiations with your tutors, you have the opportunity to take more individual responsibility for your learning. Although certain overarching concepts will still be delivered to all students, you are able to study aspects of Fine Art in greater depth, which are appropriate to your own creative direction.

The module structure of Level 5 includes 20 credit and 40 credit modules.

The **Establishing Personal Practice** module (40 credits) enables you to consolidate and build on the knowledge of principles, processes and paradigms and the experience of beginning to develop a personal practice that you gained in Level 4. You will be encouraged to identify an area of study that has the potential for sustained practical and contextual exploration. Around this, with the assistance of your tutors, you will be asked to develop an appropriately accommodating research brief. How you plan to accomplish this brief, particularly in relation to fulfilling the learning outcomes for this module, will form the basis of a written Learning Agreement. You will then be invited to produce a body of work that, as well as becoming increasingly ambitious and sophisticated in relation to its technical processes, visual language and contextualisation, may to a large extent form the basis for your subsequent personal practice.

The **Situating Personal Practice** module (40 credits), as well as providing the opportunity for you to continue to develop your personal practice, formally invites you to consider where you might wish to situate your art, both physically and in relation to historic and contemporary practice.

It asks you to develop a practice that, without compromising the integrity of its formal language or criticality, is capable of reacting to the type of professional opportunities that are available to the contemporary Fine Art practitioner. To this end, you will be offered a number of simulated, or in some cases, actual client briefs, which will challenge you to propose and produce practice for situations including thematic exhibitions, particular exhibition spaces and specific spaces beyond the environments of the gallery. You will also be given the opportunity to suggest and negotiate situations and contexts for your practice.

In mind of the length of this module and its position in Level 5, although you are expected to make work which in most cases could be physically situated, it is not expected that you will necessarily undertake a live brief or actually site work. Rather, this module introduces you to the crucial professional activity of making captivating proposals for siting artworks, and is designed to equip you with an understanding that would allow you to undertake an actual live brief in Level 6 or when you have graduated.

The **Professional Studies** module (20 credits) extends and develops your understanding of Fine Art practice, its international perspective, and the roles

available within it. This is enhanced through primary and secondary research into specific career pathways, with particular emphasis on employability and enterprise. The module aims to develop a practical focus on the further development of employability skills, professional practice and networking, including the application of IT for professional promotion, such as curriculum vitae and digital archives, and the further development of individual student weblogs.

The **Visual Culture Theory** module (20 credits) extends your knowledge and awareness of issues that shape, define and influence contemporary visual culture, based on a series of thematic lectures and research seminars. The module further develops your skills in research and critical analysis, and extends your ability to formulate and conclude a written argument in essay format with adherence to academic conventions. Towards the end of the module, you are allocated time and tutorial guidance to research and propose a Dissertation topic in preparation for Level 6. The module is delivered to larger groups from a number of Visual Arts programmes to encourage students to work collaboratively.

## Level 6

Level 6 modules enable you to demonstrate and consolidate the knowledge, understanding and skills you have gained in Levels 4 and 5, and to develop increasing levels of expertise and independence. Modules are 20 credits in value with the exception of Final Major Project which has a value of 60 credits.

The **Minor Project** module (20 credits) enables you to hone, adjust and develop the personal practice you established and to an extent situated in Level 5. It should act as a foundation for your Final Major Project and be focused on an area of study that reflects your creative and career aspirations. As well as providing you with the opportunity to, for example, test and refine formal, technical or presentational aspects of your practice, it could also enable you to establish the ground-rules for a collaborative project or prepare proposals for a live brief that you might wish to undertake in your Final Major Project.

The **Final Major Project** module (60 credits) acts as a logical extension of your Minor Project and offers you the opportunity to refine, consolidate and publically present your practice. It represents the culmination of the programme and provides you with a forum to demonstrate a knowledge and understanding of your work's relationship with Fine Art theory and practice and culture in general. In consultation with academic staff and by means of a Learning Agreement, you are invited to produce a substantial and ambitious body of work, a selection of which will form your end of year show. As well as exhibitions of work created in the studios or workshops, this module also welcomes a diversity of practice that may, for example, result in displays that document artworks sited away from CCAD.

As the Final Major Project will develop your ability to discuss and market your work, it will also act as preparation for progression to future employment, self-employment or postgraduate study.

The **Dissertation** module (20 credits) provides the opportunity for extended research and academic investigation into an individual topic negotiated and agreed with your Dissertation Supervisor. The nature and content of your dissertation should support and enhance your creative practice and demonstrate an advanced level of critical



analysis. It also equips you with a wide range of skills that can be applied to any area of information retrieval and analysis, and academic writing.

The **Professional Practice** module (20 credits) enhances your preparation for progression to employment, self-employment and/or postgraduate study through the research and production of a professional promotional portfolio. This will be appropriate to your individual career aspirations as a creative practitioner, and requires you to analyse your own employment potential in relation to relevant Fine Art related markets and associated industries.

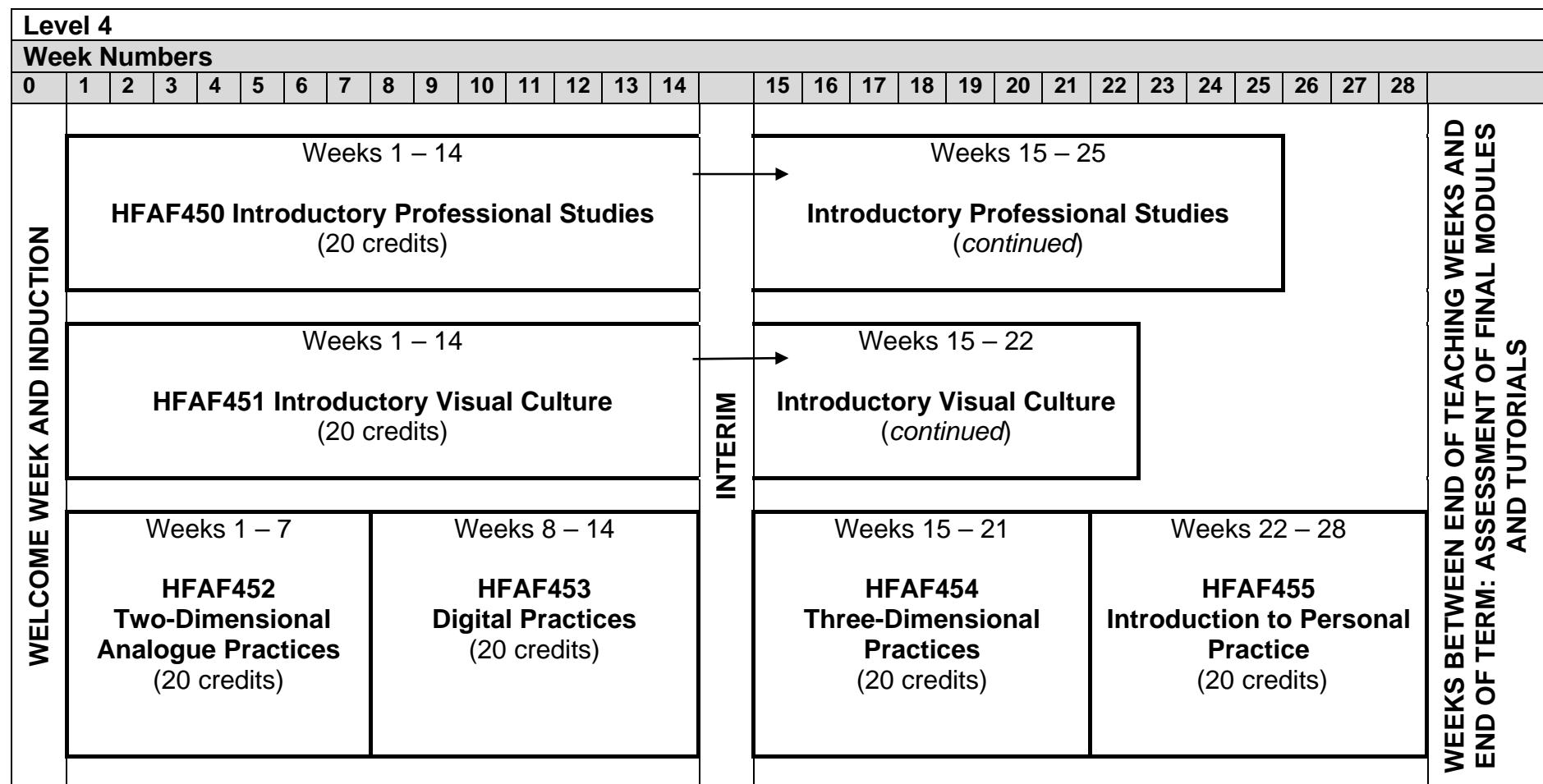
Throughout the programme, you will have opportunities to exhibit your work in CCAD's Folio Gallery and in other exhibitions spaces organised by the Fine Art department or initiated by the student body. You will also be encouraged to participate in relevant professional work experience and enter appropriate art competitions.

## **Programme Modules**

<b>Module Code</b>	<b>Module Title</b>	<b>Credit Weighting</b>
<b>Level 4</b>		
HFAF452	Two-Dimensional Analogue Practices	20
HFAF453	Digital Practices	20
HFAF454	Three-Dimensional Practices	20
HFAF455	Introduction to Personal Practice	20
HFAF450	Introductory Professional Studies	20
HFAF451	Introductory Visual Culture	20
<b>Level 5</b>		
HFAF552	Establishing Personal Practice	40
HFAF553	Situating Personal Practice	40
HFAF550	Professional Studies	20
HFAF551	Visual Culture Theory	20
<b>Level 6</b>		
HFAF650	Minor Project	20
HFAF651	Dissertation	20
HFAF653	Final Major Project	60
HFAF652	Professional Practice	20

## Programme Diagram

This schematic diagram shows the proposed start and end dates for each module. Assessment takes place at the end of each module and you will normally receive summative assessment feedback within 4 academic weeks of the original submission date. Further information on the structure of each module is included in your *Module Handbooks*.



**Level 5**

**Week Numbers**

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28																
<b>WELCOME WEEK AND INDUCTION</b>															Weeks 1 – 14															Weeks 15 – 25														
															<b>HFAF550 Professional Studies</b> (20 credits)															<b>Professional Studies</b> ( <i>continued</i> )														
															Weeks 1 – 14															Weeks 15 – 18				Weeks 19 – 22										
<b>HFAF551 Visual Culture Theory</b> (20 credits)															<b>Visual Culture Theory</b> ( <i>continued</i> )				Dissertation proposals																									
Weeks 1 – 14															Weeks 15 – 28																													
<b>HFAF552 Establishing Personal Practice</b> (40 credits)															<b>HFAF553 Situating Personal Practice</b> (40 credits)																													
<b>WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM:</b>															<b>ASSESSMENT OF FINAL MODULES AND TUTORIALS</b>																													

**Level 6**

**Week Numbers**

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14		15	16	17	18	19	20	21	22	23	24	25	26	27	28															
<b>WELCOME WEEK AND INDUCTION</b>															<b>INTERIM</b>															<b>WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS</b>														
Weeks 1 – 10 <b>HFAF651 Dissertation</b> (20 credits)										Weeks 11 – 25 <b>HFAF652 Professional Practice</b> (20 credits)																																		
Weeks 1 – 9 <b>HFAF650 Minor Project</b> (20 credits)										Weeks 11 – 28 <b>HFAF653 Final Major Project</b> (60 credits)																																		

## Mapping of Module Learning Outcomes to Level Outcomes

<b>Level 4</b>	<b>Two-Dimensional Analogue Practices</b>	<b>Digital Practices</b>	<b>Three-Dimensional Practices</b>	<b>Introduction to Personal Practice</b>	<b>Introductory Professional Studies</b>	<b>Introductory Visual Culture</b>
<b>Level Outcome</b>	<b>20 credits</b>	<b>20 credits</b>	<b>20 credits</b>	<b>20 credits</b>	<b>20 credits</b>	<b>20 credits</b>
Describe, explain and use key elements of knowledge and key concepts of, and influences on, Fine Art in defined contexts	* <b>LO1</b>	* <b>LO1</b>	* <b>LO1</b>	* <b>LO1</b>	* <b>LO1</b>	* <b>LO1</b>
Gather, describe and apply research from a defined range of primary and secondary sources					* <b>LO1</b>	* <b>LO1</b>
Apply defined methods to problem-solving and recognise the changing nature of knowledge and concepts relevant to the practice of Fine Art	* <b>LO2</b>	* <b>LO2</b>	* <b>LO2</b>	* <b>LO2</b>		
Apply a range of approaches to learning and identify your strengths and areas for development in order to manage work and meet deadlines	* <b>LO3</b>	* <b>LO3</b>	* <b>LO3</b>	* <b>LO3</b>		
Apply a range of practical and technical skills relevant to Fine Art practice in defined contexts	* <b>LO2</b>	* <b>LO2</b>	* <b>LO2</b>	* <b>LO1</b>		
Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility	* <b>LO4</b>	* <b>LO4</b>	* <b>LO4</b>	* <b>LO4</b>		
Communicate accurately and reliably with structured and coherent arguments					* <b>LO2</b>	* <b>LO2</b>

<b>Level 5</b>	<b>Establishing Personal Practice</b>	<b>Situating Studio Practice</b>	<b>Professional Studies</b>	<b>Visual Culture Theory</b>
<b>Level Outcome</b>	<b>40 credits</b>	<b>40 credits</b>	<b>20 credits</b>	<b>20 credits</b>
Demonstrate knowledge and critical understanding of the well-established principles of, and influences on, Fine Art practice and apply these to a range of activities	* <b>LO1</b>			* <b>LO1</b>
Analyse, interpret and apply research from a variety of primary and secondary sources appropriate to your individual routes of enquiry	* <b>LO2</b>	* <b>LO1</b>	* <b>LO2</b>	
Apply an enquiring approach to the changing nature of knowledge and concepts and demonstrate critical analysis in your problem-solving and synthesis	* <b>LO3</b>	* <b>LO1</b>		
Take personal responsibility for the development of existing skills and new competences and the management of your work	* <b>LO4</b>	* <b>LO2</b>		
Apply appropriate practical and technical skills to enable you to experiment and develop ideas and outcomes based on your own decisions	* <b>LO3</b>	* <b>LO3</b>		
Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making	* <b>LO4</b>	* <b>LO2</b>	* <b>LO1</b>	
Effectively communicate and present information, arguments and analysis in a variety of forms and situations		* <b>LO4</b>	* <b>LO3</b>	* <b>LO2</b>

<b>Level 6</b>	<b>Minor Project</b>	<b>Dissertation</b>	<b>Final Major Project</b>	<b>Professional Practice</b>
<b>Level Outcome</b>	<b>20 credits</b>	<b>20 credits</b>	<b>60 credits</b>	<b>20 credits</b>
Demonstrate a comprehensive and detailed knowledge of Fine Art, including theoretical and professional contexts, in the production and presentation of your work	* <b>LO1</b>		* <b>LO1</b>	* <b>LO1</b>
Synthesise, evaluate and apply research from a diverse range of appropriate sources to make independent judgements	* <b>LO2</b>	* <b>LO1</b>	* <b>LO2</b>	
Demonstrate confidence and intellectual flexibility in identifying, defining and resolving complex problems in the processes of Fine Art practice	* <b>LO2</b>		* <b>LO3</b>	
Take a professional, independent and self-motivated approach to your creative practice, demonstrating effective organisation, time-management, reflection and critical evaluation		* <b>LO2</b>	* <b>LO2</b>	
Effectively apply an appropriate range of practical and technical skills to resolve problems and produce outcomes relevant to your practice	* <b>LO3</b>		* <b>LO1</b>	* <b>LO2</b>
Demonstrate your readiness for employment and professional practice, and your knowledge of the legal, ethical and sustainability constraints and professional expectations of Fine Art and other related industries			* <b>LO4</b>	* <b>LO3</b>
Communicate effectively, confidently and professionally in a range of formats to specialist and non-specialist audiences	* <b>LO4</b>	* <b>LO3</b>	* <b>LO5</b>	* <b>LO3</b>



## **Resources**

### **College Resources:**

#### **Library**

The Library provides specialist art and design resources to support the learning, research and curriculum needs of both students and staff at CCAD. All new students receive an induction into the Library and a Library resource guide. Additional help is available within the Library for research, computer skills and the internet. The Library also provides sessions on information skills and e-learning, and a proof reading service for essays and dissertations to check for spelling and grammatical errors.

The Library holds an excellent range of specialist learning materials including books, journals, CDs, DVDs, magazines/journals and newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design and media, including e-books and e-journals. The Library resources are catalogued onto the Heritage Library Management System, which can be accessed either within the Library or by the online version via the VLE and CCAD portal.

The Library is Wi-Fi enabled, and facilities include study spaces, computers, printer, scanner, photocopier and a quiet study room. The resources and help from the knowledgeable and friendly staff make the Library a popular space for work and study.

The Library consistently receives high scores in both the in-house and national student surveys, which are carried out annually.

#### **Information technology**

CCAD provides a comprehensive range of IT resources and solutions based around Windows PCs and Apple Macintosh computers, using the latest in specialist hardware solutions and industry-standard applications. You can use studio and open access facilities with every computer pre-loaded with the latest revisions of Adobe Master Collection and Microsoft Office Applications. Specialist programmes demand specialist solutions and the College tailors IT resources to these requirements too.

Studio and open access facilities are complemented by our BYOD (bring your own device) network with a wireless network that is continually being improved to provide you with a seamless, quick and secure link to the internet from any device you might own.

IT resources are supported by a knowledgeable and friendly IT team that endeavour to put the student first and resolve any issues. IT support is accessible via our in-house helpdesk, which is open from 8.30am to 5pm from Monday to Thursday and from 8.30am to 4.30pm on Fridays, email: [helpdesk@ccad.ac.uk](mailto:helpdesk@ccad.ac.uk). Out of hours IT support is provided on Mondays and Tuesdays from 5pm to 9pm.

## **Student Support**

### **Academic Guidance**

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the programme. This is provided through “critiques” and written feedback, as well as guidance on practical work and informal discussion about your progress. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to have in-depth discussions about your work, or the programme in general. You will be entitled to at least one formal recorded academic tutorial per term with a nominated member of the Programme Team.

Support and advice is also provided on an informal basis throughout the programme, through discussions between staff and students.

### **Career Education, Information and Guidance**

Advice and guidance for careers support and further training is offered throughout your programme and developed in the Professional Studies modules to help you understand the career routes available within your chosen profession. In addition to activities on your programme that will help to guide you towards your individual career path, it is important that you do your own additional research into potential careers. The academic staff on your programme, many of whom are creative practitioners, will be able to give you further advice about careers in your subject area. In the Professional Studies modules, a variety of external business support specialists are invited into the College to talk to you about career planning and to offer advice about starting your own business. There is also a careers section in the Library.

## **Learning Support**

### **Support for students with disabilities (including dyslexia)**

CCAD is committed to the principles of equality and diversity and welcomes applications from students with a disability or learning difficulty. The College aims to support all students' individual needs wherever possible to enable all students to achieve their full potential.

If you experience a disability, mental health condition, specific learning difficulty eg. dyslexia, Autistic Spectrum Disorder, or long-term health condition, the Student Support team will support you to access additional funding (Disabled Students Allowances), which may fund the cost of any support needs you have. To help ensure you have all the support you need as quickly as possible, a member of the team will contact you before you enrol to ask about any support you need, and put in place interim support while they are helping you to access DSA funding.

In addition, all students are asked to complete a dyslexia screening test when they start their programme. This is called the LADS (Lucid Adult Dyslexia Screening) test, and helps to identify if you need any extra support, even if you have never accessed support before. If you do, the team will work with you to identify what support you need, and help you access further diagnostic tests and funding. The Student Support team can also offer dyslexic thinkers 1:1 support from a specialist tutor to help develop learning skills, as well as offering all students facilities such as a proof reading service via the Library.

### **Pastoral support and guidance**

Support and advice on non-academic matters is provided through trained and qualified professional staff within the Student Support team. This includes an onsite counselling service, which you can access at any time whether or not you have seen a counsellor before. This service is entirely confidential. If the counsellor feels that they are unable to support you or that you would benefit from a different type of service, they will discuss this with you, and help you to seek the support that is appropriate for you.

Pastoral support is also available from the College Chaplain, who is located in the Multi-Faith room on the Hartlepool campus. The Student Support team can arrange an appointment for you to see the Chaplain, or give you information about open access sessions.

Advice and support with practical issues such as finance, funding, accommodation and welfare is also available from the Student Support team.

You can find further information about Student Support and contact details in the *Student Support Handbook*, available on the VLE and as a printed booklet.

### **Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

The programme is subject to rigorous quality assurance procedures which involve subject specialist and peer review of the programme by AUB at periodic intervals, normally of 5 years. This process ensures that the programme engages with the QAA Quality Code.

In addition all programmes undertake an Annual Programme Review which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey
- Results of the internal Student Perception Survey [SPS]
- Feedback from Student Representatives and Student Assemblies
- Feedback from relevant employer groups, including the programme Industrial Liaison Group [ILG]

All programmes develop an Action Plan from the Annual Programme Review process, which is monitored by the Programme Boards of Study, held twice a year.

Your Student Representatives can keep you informed about progress against the Action Plan.

Staff development priorities for the Programme Team as a whole are identified through the Annual Programme Review process, and for individuals through the Annual Staff Review process.

### **Indicators of Quality and Standards**

All students on taught higher education programmes at CCAD are enrolled on a programme validated by the Arts University Bournemouth, which was granted taught degree awarding powers by the Privy Council in 2008; and University status was conferred in 2013.

In 2011, CCAD underwent a very successful IQER Summative Review, which made no recommendations for improvement and highlighted areas of good practice in the quality of higher education provision at the College. This was an excellent outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of programme outcomes, and the quality of the educational experience we deliver.

Please note that this specification provides a concise summary of the main features of the programme.

More detailed information about studying on your programme at CCAD is available on the VLE.